

PREPARING STUDENTS FOR THE TREATMENT OF A NEW TEACHER CONTENT, AN IMPORTANT PREREQUISITE FOR THE SUCCESSFUL IMPLEMENTATION OF THE TASK OF TEACHING

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Abstract: Success in any type of activity depends on thorough preparation. Processing of new teaching facilities, or the acquisition of new knowledge in the whole course of the educational process is one of the most important prerequisites for success in the implementation of the tasks of teaching. When it comes to this problem, the analysis of available peda-gogical - psychological and didactic and methodical literature, indicates that it mainly discuss the preparation of teachers, which is certainly needed. However, the implementation of teaching together and actively participating teachers and students, and the modern conception of school based on the students' activities. The above observations lead us to the conclusion that preparing students for teaching is equally important as the preparation of teachers, although it is somewhat more specific, given their status in the classroom.

Keywords: teaching, student prepara-tion, teaching content processing.

DEVELOPMENT OF VIEWS ON THE IMPORTANCE OF PREPARING STUDENTS FOR THE TREATMENT OF NEW EDUCATIONAL CONTENT

The problem of preparing students for the processing of new teaching facilities has been the subject of attention of many authors, who are from different aspects studied and analyzed the educational process. Still, Jan Amos Komkanski (1954, p. 152), stressed that students need to "warm up" to discuss a subject, "so that at the beginning of each class gain the recommendation of new material, or encourage any issues from the old curriculum to it is linked with the new, or from what will only work to realizing their ignorance of the area warmed by a

lecture and a greater desire to receive explanations." Stressing that the development of uniform multilateral interests is one of the main tasks of teaching, Herbart (source: Žlebnik, 1955, p.116) as a condition for their formation according immersion and reflection. Both of these concepts, the best understanding of the relationship between performance and in their course of treatment is determined that you need to go each teaching unit known as the articulation of teaching. Accordingly Herbart distinguishes four degrees - clarity, association, system and method, which he calls the formal stages of teaching. The first two belong to the immersion and objective in nature, since they relate to what needs to be processed, while the other two are thinking and subjective in nature because they express the versatility. "The gathering and sorting of a conscious entity." The above views of Herbert and understandings with respect to articulation continue later elaborated by his followers of the chiller and the Rhine. Ciler further developed the theory of formal Herbabartov's degrees, such as from the first step (clarity) made of two, ie. level of analysis and synthesis, thereby gaining five degrees, giving the fifth stage name of a function (application). In this form of the formal steps are kept to the end. What is a problem from the point of which is the subject matter of our study specifically, relates to the fact that the first stage, ie. analysis (or so-called Ciler preparation) refers to the analysis of children's experiences, to the second stage (synthesis) during lectures facilitate the perception of new material. So, chillers believes that "the

first stage” to analyze old, unregulated, raw mass of children knowledge, to come to clarity and consistency, and that all material should be refined to create a disposition to receive the new.” (Source: Mladenovic, 1935, p. 531). Unlike chillers, another follower of Herbart Rhein at the beginning of their articulation structures of five stages (preparation, lecture, partnership, understanding and application), represented a special entries relating to the indication of the target. Under him, Rhein means that in the minds of students prepare a place for acquiring new shows, ie. to encourage students to cooperate with them to create an emotional mood etc., and on that says ”no bane immediately to the door and into the house, but to be sure that everything is ready for reception” (ibid.). A deeper analysis Rajnovih understanding leads us to the conclusion that on the first stage of which is called preparation, interpreted in terms of parsing already acquired knowledge of students in order to acquire new knowledge, and repetition of old material which will be upgraded to the new.

New school breaks with Herbart conception of teaching which was based on associative psychology and its concept is based on voluntarism. The essence of this concept is based on finding a ”didactic key” which would create conditions for activating students at all stages of the educational process, including preparation for the introduction of new teaching facilities. On the way to achieving that goal, it was different solutions, who, for example, observation and identification of specific problems in social practice (J. Đuje, G. Kerschensteiner), setting work objectives (P. Petersen), collecting concrete materials (A. Ferrier), and the like.

In the works of Soviet didactics prevalent notion that preparation or the introduction of students to teaching a special stage of the educational process, but the impression is that the content of the preparation, mainly down to the repetition of previously processed teaching content.

P. N. Gruzdjev (1950, p. 113), which states: ”In order to attract the attention of students and facilitate understanding of new material systems, it is necessary to indicate the beginning of the class on the topic, connect new material with the previous extract and 2-3 points in the plan of lectures”. I N. K. Goncharov (1951, p. 44) in his five-point articulation structure of the first stage called the repetition of old material, as evidenced by the aforementioned statement and leads us to conclude that such treatment is to prepare students for the processing of new teaching facilities, mainly dominated by the Soviet didactic texts.

In this section relating to a historical overview of the development of ideas about preparing students for the processing of new teaching facilities, we must point out that in our pedagogical and didactic literature, this problem has not been adequately treated. At this statement, the analysis leads us ”the most exploited” textbook pedagogy and didactics authored (Krnjeta, 1979; Janjušević, 1967; Pataki, 1952, 1953 Teodosić et al., 1968; Šimleša, 1978,...) very little attention gave away the elaboration of problems pertaining to the preparation of students to process new learning content. For example, only in the eleventh edition of the textbook Pedagogy in the newsroom S. Pataki (1967, p. 111), in the chapter on the stages of the teaching process points to the specificity of the problem and concluded that the stage of preparing introduces students to teaching, the understanding of the issues or problems in the plan of work and the ways of acquiring new knowledge and highlights requirement that at this stage should motivate students to cognitive activity, develop curiosity and interest them in acquiring new knowledge. However, apart from such a treatment of this problem, we must stress that there are authors (Pollock, 1970, 1975; Prodanovic Ničković, 1974;) that prepare students for the introduction of new teaching facilities devote adequate attention and importance. Also, the M.

Bakovljević (1971 and 1983) and S. Čanović (2002) point to the importance of preparation in the processing of new teaching facilities and significantly contribute to creating the conditions for overcoming the many problems that exist in this area.

Meaning, essence and importance of helping students prepare processing new course content

Every day human practice shows that each work should be preceded by thorough preparation, and the preparation of a range depends on the severity and complexity of upcoming work. This also applies to teaching because teaching is complex work process, which requires a deliberate approach to both teacher and pupil. The complexity of preparing students stems from the fact that the educational process at all stages of a cognitive, organizational, technical, psychological and didactic-methodical way. This means that in the course of preparing students for the introduction of new teaching facilities should make a thorough preliminary cognitive, organizational, technical, psychological and didactic- methodical character, and their goal is to be focused on creating the conditions for success in this field. It remains, therefore, to prepare students should result in the creation of favorable objective and subjective conditions for the acquisition of new knowledge. The objective should be to create conditions in the classroom, that is school, and the subjective conditions contained in the student who needs to improve their knowledge.

The essence of the cognitive aspect of preparation is reflected in the fact that students are using appropriate methodological procedures informed about what to learn, what will be done with what will be syllabus meet, which will be problematic process that will use the resources to

acquire new knowledge how long will address specific content, etc. In addition, students in advance is a project working to solve meaningful problems. Thus, this aspect of preparation aims that students receive the necessary cognitive orientation to the main part of the work that awaits them.

Organizational and technical aspects of preparation relating to the implementation of the tasks related to the preparation of teaching aids to be used in the work. He also refers to giving instructions to students on the way and technique work because following their individual work, a very important and in the part when you need to form a working group.

Preparing students for the introduction of new teaching content has an important psychological effect, and it is, above all, to motivate students to work which involves an active attitude towards the acquisition of new knowledge, the awakening of intellectual curiosity, creating a favorable working atmosphere, causing psychological stress, which results should that has an emotional win over the students to cooperate. The psychological aspect of preparing students is very large and complex and refers to the launch of their mental strength and potential that is the putting into operation their intellectual and cognitive mechanisms. If you happen to be in the main part of teaching yarn with some internal resistance, surely there will be a problem, and in such circumstances the optimum results and success of the advance off.

Desired positive teaching situation when it comes to preparing students for the processing of new teaching facilities is encouraged appropriate didactic and methodological procedures. This means that the success in the implementation of the tasks set very significant didactic and methodological aspects of the preparation, for it is didactic and methodical procedures are a necessary link between the set and its implementation. In other words, they

mediate in achieving the tasks set. The methodological analysis of preparing students for the introduction of new teaching facilities, indicating that in this process there is a range of dynamic threads are interwoven, and that is through methodical processes required systematized into a harmonious whole (Pole, in 1975. Pp. 48).

All aspects of preparing students are functionally linked and if that relationship neglect, be prepared to assume the character of a formal, isolated or even "artificial" teaching degree, which is unnaturally inserted into the structure of the teaching process. Unfortunately, it is in the classroom very often, which suggests that the purpose of preparing a failure. So, do not prepare to prepare, but the preparation that is focused on the main part of the paper that immediately follows the preparation, ie. preparation is to be compared to a functional connection with what follows the preparations and those with which the preparation is intended.

Methods and processes of preparing students for the treatment of a new course content

The tasks related to the preparation of students for the processing of new teaching facilities are numerous and exercise is through adequate and diverse ways. Multiplicity of tasks cannot be accomplished in one way because that can not encompass all its breadth and realize its importance. In order to achieve the desired functionality and adequacy of educational facilities that will be processed, the contents of preparing students to be sufficiently broad, diversified and resilient. In line with previous findings and imposed the requirements set forth in the process of preparing students for the introduction of new teaching facilities there are two aspects:

- preparing students for the processing of new teaching materials in teaching that takes place under the leading role of teachers and

- self - preparing students for the processing of new teaching facilities outside school hours.

Methods and procedures to prepare students to handle the new curriculum content in the classroom

In teaching students to process new learning content preparation of teachers, which is understandable given his leadership role. For this reason, the choice of ways to prepare students to handle the new curriculum content in the classroom depends on the skills and qualifications of teachers because he needs to choose the most appropriate contents and didactic-methodical procedures. During the historical development of education and understanding about how to prepare students to handle the new course content, apply the different techniques for different students and didactic - methodical procedures by which it is implemented. However, due to the nature of the teaching process and cognitive processes in it, preparing students for the introduction of new teaching facilities can provide the expected results only if they take into account the specific requirements whose core concerns:

- presentation of interesting facts from the history of science that deals with the new curriculum content;
- practical explanation of the lesson;
- analysis of concrete phenomena of life in terms of assistance to the eve of the problem;
- formulation of the problem;
- a reference to the problem by formulating questions;
- demonstration experiments or subjects;
- joint - planning process of the lesson (new curriculum content) and

- productive repetition.

Taking out the interesting data from the history of science is a way of preparing students for the introduction of new teaching facilities, suitable for all those topics or instructional units that include significant discoveries or inventions in the history of the particular science. These topics are presented in the curricula of many sciences, as each science in its development had periods of significant discoveries were conditioned its progress in terms of getting more information of specific natural and social phenomena. In order to efficiently preparing students for the introduction of new teaching facilities, it is necessary that the teachers present an interesting example or fact of history that will indicate the moments of invention. It can have a positive effect on the students in terms of inducing the necessary intellectual curiosity and deepening their desire to meet with that invention, which creates favorable conditions for students to a subject that will be subject to processing form a positive attitude.

The practical explanation of meaning of the lesson is conditioned by the knowledge that each teaching unit has the meaning in social practice (production, economic, medical, educational, etc.) and that there is no knowledge that is gained by studying a particular course content for which it can be argued that it is quite independent of human practice. All knowledge has a direct and specific application in the life and work of the man, the only question is whether the knowledge that man has acquired forests to implement in practical activities or not. Practical reasoning aspect of the lesson, teachers can take advantage of that, we will briefly explain to students where, when and how their knowledge can apply. This creates conditions create conditions for students to understand the meaning of the introduction of new teaching facilities and to make sure the concrete and practical use of new knowledge when the opportunity arises.

Analysis of specific phenomena of life in terms of assistance to the eve of the problem is directly related to the practical exposition of the meaning of a teaching unit, but for something different, and because this method of preparation means that the topics selected from the practice that became the basis for the introduction of new teaching facilities. Therefore, the content of the teaching unit coincides with the content of the specific phenomena in practice, i.e.. processing the teaching unit, students also learn about selected part of the immediate reality. This way of preparing students for the introduction of new course content is particularly effective if they are parts of the reality of the students are interested in, if they are to solve the problems involved, if they are the business and otherwise present difficulties in life or thought-provoking, and if by that part of reality students have already formed an active relationship.

Making the problem by asking the simplest and most cost-effective way to prepare students for the introduction of new teaching facilities. Of course, this does not mean that it is the most convenient and it by all means you should always apply. Questions the students may be asked to variations to consider these to them and try to respond, or to have the rhetorical character, ie. the teacher asks questions later, during a teaching unit on them is responsible. In this field, special didactic value and importance of having alternative psychological issues that students bring into the dilemma with them causing spiritual turmoil, the psychological tension, which is the basis and essence of preparation. By asking questions about what is unknown to students, when the new content comes, they are placed in a state of anticipation answer that will satisfy your curiosity, and this experience a spiritual calm, as it is widely known that every question has an answer. This means that, although the students in terms of the introduction of new teaching facilities, and answers do not know what is normal for

them the feelings of having to find out from the teacher what brings them into an active relationship in the process of acquiring new knowledge.

Demonstration experiments or subjects, is also a way of preparing students for the introduction of new teaching facilities, especially if used for this purpose are experiments whose external manifestations of internal legality particularly effective. While students still do not know anything about the laws contained in the experiment demonstrated: however, they ascertained his score on the basis of which they are imposed many question such as why certain events happen, why there is a change, what causes all of these events and the like. The above questions do not have to be vocally, but interpreted it as indicating the occurrence of curiosity, What is a good psychological preparation for further work? The purpose of this way of preparing students for the introduction of new teaching facilities, reflected in the fact that the students presented some activity in which the apparent conclusion that they will be interestand occupy their attention, although their mere appearance is not yet known. The end results of this kind of preparation should be to develop interests that will serve the readier joining in further study of the problem.

Joint planning process of the lesson comes from the demands of modern teaching, the essence of which lies in ensuring that students become real stakeholders in the organization and implementation of the educational process. This way of preparing students for the introduction of new course content can be applied for the announcement of the lesson, when the teacher invites students to take a stand on what the subject wanted to know. Their statements teacher accepts, if necessary, supplemented and corrected them, and all along among so it has its own structure. At the end of may, and it is desirable that the visible place (board or video - beam) Print and present a joint plan

of treatment. Joint planning process of the lesson is also significant from a psychological point of view. Students who participated in the formulation of the plan, with some curiosity will wait one moment when the teacher's presentation to get an answer to the question contained in the joint plan. In addition, the preferences of students is important and in the part that affirms his subject position, which they certainly cannot leave you indifferent.

Productive repetition in preparing students for the introduction of new course content assumes that the repetition of old material, ie. what is in the course of teaching cultivated, should be fully and always off. However, what in this area can be effective only if they are represented the highest level of productive activities, which will enable the intellectual and emotional power of students that are required for the acquisition of new knowledge easier and more engaging. Therefore, it should be avoided to prepare students to handle the new course content is reduced to long-term reproductive repetition, which is very common in the classroom.

Preparing students for the introduction of new course content outside the classroom

In addition to preparing students for the introduction of new teaching facilities in the regular classes, for success in the implementation of learning tasks it is necessary to prepare students outside class. From the history of pedagogy and didactics, it is known that the representatives of the labor school students preparing for the introduction of new teaching facilities outside school placed great importance. In this regard, teachers - recommended that the students held so arrangements whose essence consisted in the fact that the teacher the day before, and in some cases several days in advance, informed the students about the new topic.

The students' task was to discuss the announced topic read something, to carry out basic practical preparations to collect particulate material (image, text, natural). So, in addition to teachers and students are to some extent prepared to work on the processing of new topics. Such an attitude towards this problem, a logical consequence of the general efforts at that time, especially if we know that the basic rule of the working of the school was to train students to work with. Accordingly, efforts were made to students are the busier, not only in school, but also outside of it. It has influenced the content of homework and students, largely related to the preparation of materials for processing new teaching topic, which is certainly affirmative because the ability to work and realized work. However, frontal and radical critique of the work of the school, in this region, which was especially pronounced in the period after the Second World War and who was ideologically oriented, suppressed all what it was good, as was the effect that in younger generations are developed work habits, which further caused by inability of the performance of a work activity, failure at work, lack of work culture and so on. The reforms in the field of teaching and education followed a period of transition, not adequately take into account the students preparing for the introduction of new course content outside the classroom. On the contrary. Solutions that were once offered as the perfect model to overcome the unfavorable situation in this area, did not give the expected results. If we want our students in school and out of work, if we have developed a work culture and work ability, they should be put in a situation that really works, and not to look at how others are doing and verbal learning how it should be done. In an effort to achieve that goal, helping students prepare for the introduction of new course content outside the classroom should be given special importance and attention directed to the realization of requests that

can be in a position to overcome problems, which obviously exist.

Preparing students for the introduction of new course content outside the classroom has a positive motivational and psychological effect because it is assumed that students are expected with great interest the moment being processed when the teacher will use the information that students from a variety of sources independently gathered, preparing for class. In addition, knowing what will work in the classroom, students are exempt from testing fear and uncertainty whether there will be a lecture or examination, which had a positive effect on their active participation in the learning process. However, to work to prepare students to handle the new course content outside the classroom was proclaimed at the request and the expected results, it is necessary that teachers and students are able to do so. Qualifications of teachers involves pedagogical - psychological and didactic- methodological training, which still need to be operational training students to work independently and self-study. Independent work of students is a planned, purposeful organized activity in which students according to their mental and physical abilities, independently, without direct involvement of teachers working on solving problems that are pre-planned, designed and set by the teacher (Krulj, Arsic, 2012, p. 364). Tasks in addition to their objectives, content and functions are a means to mobilize students, conscious and permanent adoption of scientific and theoretical knowledge and practical experience, encouraging internal forces students, the expression of subjective power of every student and improving methods of independent cognitive activity. In this way, the individual work of students at the same time emerging as a means of objective and learning outcomes. Independent work of students in the classroom is a dialectical relationship and interdependent relationship with the learning process. From this fact stems our

commitment to independent work of students in the realization of the tasks of teaching and self-study, treated in terms of the dialectical unity and mutual interdependence. Only in this way, it is possible to examine their relationship and explain the essence and importance of play in the process of realization of the task, but also in educational work at all.

Activities that are aimed at ensuring that work independently and be self-study in order to advance the students' preparation for the introduction of new course content outside the classroom, involve the engagement of the whole psychological structure of the personality of students. This means that it is here necessary to engage the intellectual, emotional and volitional structure of students, including the need for appropriate conditions in which they will be able to rationally and effectively develop and use their mental and physical, cognitive and other resources and capabilities. Conditions on which the success of individual work and learning outside the regular curricular activities at school include:

- scheduling and planning of working time,
- editing workspace (s) for learning
- good knowledge of the methods and techniques of teaching,
- ability to directly use sources of information,
- capacity for independent conclusions,
- capacity for self - evaluation of the results and
- ability to create working drawings, or taking notes from reading text (Čanović, 2002, pp. 178-180).

The most common mistake in the preparation of students processing new course content

At the present stage of the development of ideas about teaching and

its tasks crystallized are numerous ways of preparing students for the introduction of new teaching facilities. Nevertheless, in teaching practice, the problems that do not allow students to prepare for the introduction of new teaching facilities to be effective and in order to advance the implementation of the educational process as a whole. One of the most common defects in the series refers to the fact that the teacher is constantly applied the same method of preparation, ie. teaching hour always starts the same way, and to repeat previously processed material, which causes the monotony that negatively affects the students and causing a repulsive attitude towards teaching. From this, it follows other error in preparing students for the introduction of new teaching facilities, and refers to the methodical way of performing. If the content of the preparation of repetition and reproduction, it is commonly applied method of conversation that is not conducive to creating a positive work atmosphere because the conversation is mostly reduced to a series of "chopped" questions and answers (catechetic conversation) that do not provide the necessary orientation where the wants to go. The next error in the preparation refers to the functionality of the content of the preparation because it often happens that on to the main part of the class dysfunctional. Preparation should be functional in comparison to what followed after him and what his goal is, not mechanical and formalistic just to fill the teaching time. Preparation of the terms of its content and manner did not contribute to the creation of an active attitude of students towards the main part of the class is non-functional, and therefore the loss of working time. In addition to the foregoing, errors in preparing students for the introduction of new teaching facilities may occur due to the efforts to standardize the preparation time, leading to its prolongation, even when there is no real need. Analyses of many teaching hours show that in this domain, still retained the

traditional notion that preparation, ie. introduction to the main part of the class should take 5 - 10 minutes. In this regard, it should be noted that the request should get rid of misconceptions about coffee was an effort of standardizing the time of preparing students for the introduction of new teaching facilities. Any attempt to make this part of the work to continue as a standardized basically wrong because its duration depends on a number of factors such as, for example, the content's introduction embodiment, the weight of work behind it follows, subject, age of students, teachers hour of day, day of the week, weather conditions, fatigue, etc. students.

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Using different ways of preparing students to handle the new curriculum content in the classroom and outside the classroom, when they gradually developed an awareness that all work necessarily precedes thorough preparation and cannot be successfully solved a major problem if it is not carried out the necessary preparations. Permanent preparing students acquire the ability of organized approach to work tasks, both in terms of content and considering the manner of preparation.

Preparing students for the processing of the content requires the teacher to during their preparation for teaching thinking of suitable content and manner of preparation of students in and out of school. Homework is one way that can serve the purpose of preparing students for successful introduction of new teaching material, but not the only one. On the contrary. However, in order to work in this very important part of the organization and realization of the work was in accordance with the declared requirements and expectations of modern society, it is necessary, first, to get rid of some traditional conceptions and work to create conditions for the awareness of the need

for working culture and the ability to work independently and self-study.

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